



August 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards known as *Learning Results*. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure academic achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 11 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The assessment continues to include science testing, which resumed last year after a two-year hiatus. The combined set of tests comprises the Maine High School Assessment (MHSA).

These 2008-2009 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the 2009 critical reading, writing, mathematics and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT, Math-A, and Science test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs an assessment design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: [http://www.maine.gov/education/sat\\_initiative/](http://www.maine.gov/education/sat_initiative/).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# High School Report

Test Date: May 2009  
Code: 11551404  
SAU: South Portland School Dept  
School: South Portland High School

## Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: May 2009

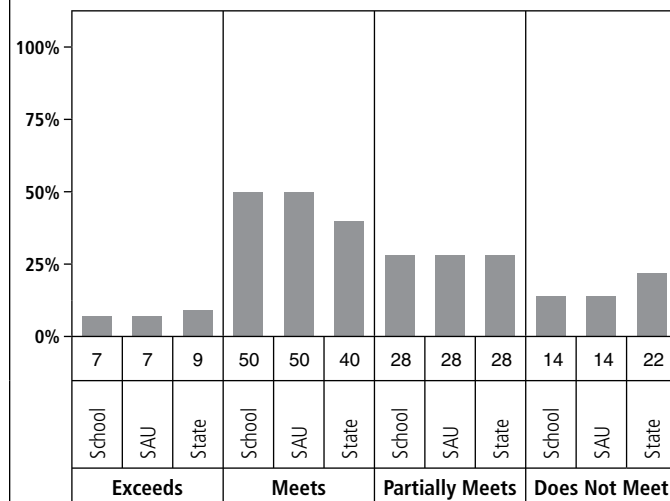
SAU: South Portland School Dept

School: South Portland High School

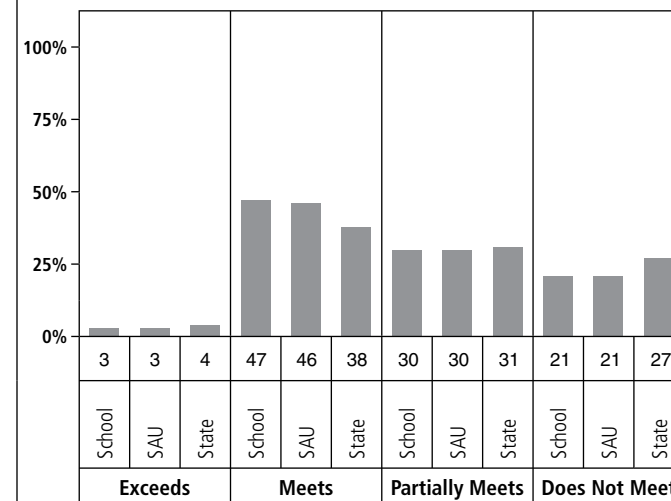
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b>			
2006–2007	1142	1141	1141
2007–2008	1142	1142	1141
<b>2008–2009</b>	<b>1144</b>	<b>1144</b>	<b>1141</b>
Cum Average*	1143	1142	1141
<b>Mathematics</b>			
2006–2007	1141	1141	1140
2007–2008	1142	1141	1141
<b>2008–2009</b>	<b>1142</b>	<b>1142</b>	<b>1141</b>
Cum Average*	1142	1141	1141
<b>Writing</b>			
2006–2007	1142	1142	1141
2007–2008	1141	1141	1140
<b>2008–2009</b>	<b>1143</b>	<b>1143</b>	<b>1140</b>
Cum Average*	1142	1142	1140
<b>Science</b> <b>2008–2009**</b>	<b>1142</b>	<b>1142</b>	<b>1140</b>

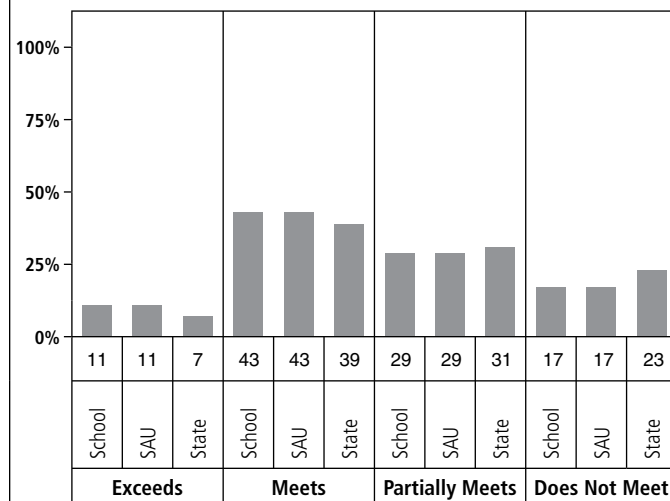
## CRITICAL READING



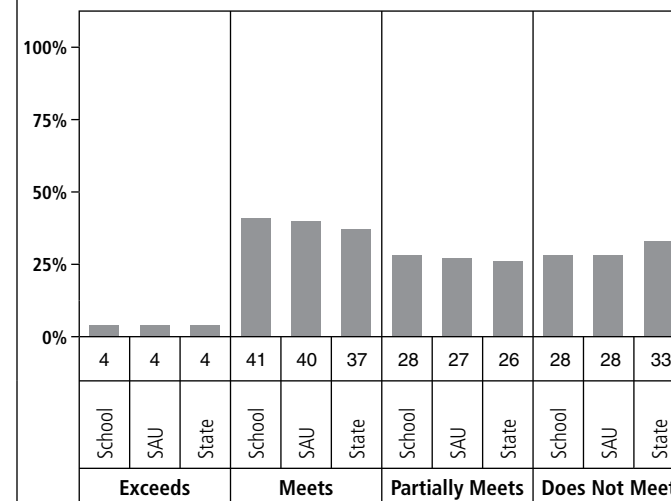
## MATHEMATICS



## WRITING



## SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science standards were reset in May 2009, no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2009  
SAU: South Portland School Dept  
School: South Portland High School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	213	100	215	100	15632	100	209	98	211	98	14928	96	212	100	214	100	15274	98	209	98	211	98	14926	96	205	96	207	96	15079	97
Ethnicity African American/Black	9	4	9	4	341	2	9	100	9	100	310	91	9	100	9	100	322	95	9	100	9	100	309	91	9	100	9	100	317	93
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	101	91	0	0	0	0	107	96	0	0	0	0	101	91	0	0	0	0	103	93
Asian or Pacific Islander	10	5	10	5	241	2	10	100	10	100	221	92	10	100	10	100	229	95	10	100	10	100	221	92	10	100	10	100	227	94
Hispanic	6	3	6	3	166	1	6	100	6	100	156	94	6	100	6	100	162	98	6	100	6	100	156	94	6	100	6	100	155	93
Caucasian/White	188	88	190	88	14773	95	184	98	186	98	14140	96	187	99	189	99	14454	98	184	98	186	98	14139	96	180	96	182	96	14277	97
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	22	10	24	11	2327	15	21	95	23	96	2108	91	22	100	24	100	2200	95	21	95	23	96	2099	91	20	91	22	92	2140	92
Current LEP	9	4	10	5	262	2	9	100	10	100	232	89	9	100	10	100	246	94	9	100	10	100	231	88	9	100	10	100	240	92
Economically disadvantaged	68	32	69	32	4634	30	66	97	67	97	4263	92	67	99	68	99	4451	96	66	97	67	97	4262	92	66	97	67	97	4383	95
Migrant	0	0	0	0	5	0	0	0	0	0	4	80	0	0	0	0	5	100	0	0	0	0	4	80	0	0	0	0	5	100

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	188	88	189	88	13079	84	191	90	192	89	13417	86	188	88	189	88	13084	84	187	88	188	87	13288	85
Identified disability (PET/IEP)	8	4	9	5	727	6	9	5	10	5	814	6	8	4	9	5	725	6	9	5	10	5	802	6
LEP	6	3	7	4	170	1	6	3	7	4	181	1	6	3	7	4	170	1	6	3	7	4	177	1
504 plan	11	6	11	6	238	2	11	6	11	6	245	2	11	6	11	6	238	2	11	6	11	6	241	2
Participation with accommodations	18	8	19	9	1626	10	18	8	19	9	1636	10	18	8	19	9	1624	10	15	7	16	7	1579	10
Identified disability (PET/IEP)	10	56	11	58	1158	71	10	56	11	58	1165	71	10	56	11	58	1156	71	8	53	9	56	1126	71
LEP	3	17	3	16	56	3	3	17	3	16	59	4	3	17	3	16	55	3	3	20	3	19	57	4
504 plan	0	0	0	0	79	5	0	0	0	0	79	5	0	0	0	0	80	5	0	0	0	0	77	5
Other	5	28	5	26	360	22	5	28	5	26	360	22	5	28	5	26	360	22	4	27	4	25	345	22
Participation through alternate assessment (PAAP)	3	1	3	1	223	1	3	1	3	1	221	1	3	1	3	1	218	1	3	1	3	1	212	1
Identified disability (PET/IEP)	3	100	3	100	223	100	3	100	3	100	221	100	3	100	3	100	218	100	3	100	3	100	212	100
LEP	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	34	0	0	0	0	0	24	0	0	0	0	0	26	0
Non-participation – other	4	2	4	2	680	4	1	0	1	0	324	2	4	2	4	2	682	4	8	4	8	4	527	3

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# CRITICAL READING RESULTS

**Test Date:** May 2009  
**SAU:** South Portland School Dept  
**School:** South Portland High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162-1180)	2006-2007	27	13	27	13	1168	8
	2007-2008	15	7	15	7	1184	8
	<b>2008-2009</b>	<b>15</b>	<b>7</b>	<b>15</b>	<b>7</b>	<b>1339</b>	<b>9</b>
	Cum. Total*	57	9	57	9	3691	8
<b>Meets the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142-1160)	2006-2007	74	35	74	35	5714	38
	2007-2008	97	46	100	46	5885	40
	<b>2008-2009</b>	<b>103</b>	<b>50</b>	<b>104</b>	<b>50</b>	<b>5897</b>	<b>40</b>
	Cum. Total*	274	44	278	44	17496	40
<b>Partially Meets the Standards</b> – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130-1140)	2006-2007	56	27	57	27	4728	31
	2007-2008	53	25	55	25	4093	28
	<b>2008-2009</b>	<b>58</b>	<b>28</b>	<b>58</b>	<b>28</b>	<b>4169</b>	<b>28</b>
	Cum. Total*	167	27	170	27	12990	29
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2006-2007	52	25	52	25	3444	23
	2007-2008	45	21	47	22	3417	23
	<b>2008-2009</b>	<b>29</b>	<b>14</b>	<b>30</b>	<b>14</b>	<b>3255</b>	<b>22</b>
	Cum. Total*	126	20	129	20	10116	23

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009

SAU: South Portland School Dept

School: South Portland High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	205	15	7	103	50	58	28	29	14	1144	207	7	50	28	14	1144	14660	9	40	28	22	1141
<b>Ethnicity</b>																						
African American/Black	9	0	0	2	22	3	33	4	44	1130	9	0	22	33	44	1130	303	3	23	27	47	1133
American Indian or Native Alaskan	0										0						100	5	27	30	38	1135
Asian or Pacific Islander	10	1	10	3	30	4	40	2	20	1143	10	10	30	40	20	1143	219	11	34	28	26	1141
Hispanic	6	0	0	1	17	2	33	3	50	1126	6	0	17	33	50	1126	151	3	34	33	30	1137
Caucasian/White	180	14	8	97	54	49	27	20	11	1145	182	8	54	27	12	1145	13887	9	41	28	21	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	17	0	0	4	24	7	41	6	35	1133	19	0	26	37	37	1133	1865	1	11	24	64	1127
No	188	15	8	99	53	51	27	23	12	1145	188	8	53	27	12	1145	12795	10	45	29	16	1143
<b>Current LEP</b>																						
Yes	9	0	0	1	11	2	22	6	67	1126	10	0	20	20	60	1128	225	0	9	22	68	1126
No	196	15	8	102	52	56	29	23	12	1144	197	8	52	28	12	1144	14435	9	41	29	21	1141
<b>Economically disadvantaged</b>																						
Yes	63	1	2	23	37	24	38	15	24	1137	64	2	36	38	25	1137	4120	3	30	32	35	1136
No	142	14	10	80	56	34	24	14	10	1147	143	10	57	24	10	1147	10540	11	44	27	17	1143
<b>Migrant</b>																						
Yes	0										0						3					
No	205	15	7	103	50	58	28	29	14	1144	207	7	50	28	14	1144	14657	9	40	28	22	1141
<b>Gender</b>																						
Female	89	9	10	38	43	30	34	12	13	1143	90	10	43	33	13	1143	7098	10	43	29	18	1142
Male	116	6	5	65	56	28	24	17	15	1144	117	5	56	24	15	1144	7562	9	37	28	26	1140
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						291	3	28	28	41	1135
No	205	15	7	103	50	58	28	29	14	1144	207	7	50	28	14	1144	14369	9	40	28	22	1141
<b>Gifted/talented program</b>																						
Yes	18	10	56	8	44	0	0	0	0	1163	18	56	44	0	0	1163	520	52	45	3	1	1161
No	187	5	3	95	51	58	31	29	16	1142	189	3	51	31	16	1142	14140	8	40	29	23	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

Test Date: May 2009  
SAU: South Portland School Dept  
School: South Portland High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

## STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162-1180)	2006-2007	12	5	12	5	578	4
	2007-2008	11	5	11	5	637	4
	<b>2008-2009</b>	<b>6</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>596</b>	<b>4</b>
	Cum. Total*	29	5	29	4	1811	4
<b>Meets the Standards</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142-1160)	2006-2007	80	37	80	36	5481	36
	2007-2008	81	38	81	37	5508	37
	<b>2008-2009</b>	<b>97</b>	<b>47</b>	<b>97</b>	<b>46</b>	<b>5674</b>	<b>38</b>
	Cum. Total*	258	40	258	40	16663	37
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134-1140)	2006-2007	58	26	58	26	4754	31
	2007-2008	78	37	81	37	5065	34
	<b>2008-2009</b>	<b>62</b>	<b>30</b>	<b>63</b>	<b>30</b>	<b>4622</b>	<b>31</b>
	Cum. Total*	198	31	202	31	14441	32
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	69	32	70	32	4607	30
	2007-2008	42	20	46	21	3660	25
	<b>2008-2009</b>	<b>43</b>	<b>21</b>	<b>44</b>	<b>21</b>	<b>4116</b>	<b>27</b>
	Cum. Total*	154	24	160	25	12383	27

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: South Portland School Dept  
School: South Portland High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	208	6	3	97	47	62	30	43	21	1142	210	3	46	30	21	1142	15008	4	38	31	27	1141
<b>Ethnicity</b>																						
African American/Black	9	0	0	3	33	1	11	5	56	1135	9	0	33	11	56	1135	315	1	15	29	56	1134
American Indian or Native Alaskan	0										0						106	1	20	31	48	1134
Asian or Pacific Islander	10	0	0	5	50	3	30	2	20	1139	10	0	50	30	20	1139	227	11	41	28	21	1144
Hispanic	6	0	0	1	17	1	17	4	67	1133	6	0	17	17	67	1133	157	1	27	25	46	1136
Caucasian/White	183	6	3	88	48	57	31	32	17	1143	185	3	48	31	18	1143	14203	4	39	31	27	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	18	0	0	3	17	2	11	13	72	1132	20	0	15	15	70	1132	1959	0	7	19	73	1130
No	190	6	3	94	49	60	32	30	16	1143	190	3	49	32	16	1143	13049	5	42	33	21	1142
<b>Current LEP</b>																						
Yes	9	0	0	3	33	2	22	4	44	1136	10	0	30	30	40	1136	239	0	14	24	62	1132
No	199	6	3	94	47	60	30	39	20	1143	200	3	47	30	20	1143	14769	4	38	31	27	1141
<b>Economically disadvantaged</b>																						
Yes	64	1	2	17	27	25	39	21	33	1138	65	2	26	38	34	1137	4306	1	24	33	42	1136
No	144	5	3	80	56	37	26	22	15	1145	145	3	55	26	15	1144	10702	5	43	30	21	1142
<b>Migrant</b>																						
Yes	0										0						4					
No	208	6	3	97	47	62	30	43	21	1142	210	3	46	30	21	1142	15004	4	38	31	27	1141
<b>Gender</b>																						
Female	90	2	2	38	42	29	32	21	23	1141	91	2	42	33	23	1141	7248	3	38	33	27	1140
Male	118	4	3	59	50	33	28	22	19	1143	119	3	50	28	19	1143	7760	5	38	29	28	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						293	1	23	37	39	1137
No	208	6	3	97	47	62	30	43	21	1142	210	3	46	30	21	1142	14715	4	38	31	27	1141
<b>Gifted/talented program</b>																						
Yes	18	3	17	15	83	0	0	0	0	1157	18	17	83	0	0	1157	521	31	63	4	2	1157
No	190	3	2	82	43	62	33	43	23	1141	192	2	43	33	23	1141	14487	3	37	32	28	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# WRITING RESULTS

Test Date: May 2009  
SAU: South Portland School Dept  
School: South Portland High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162-1180)	2006-2007	22	11	22	10	937	6
	2007-2008	16	8	16	7	962	7
	<b>2008-2009</b>	<b>23</b>	<b>11</b>	<b>23</b>	<b>11</b>	<b>1062</b>	<b>7</b>
	Cum. Total*	61	10	61	10	2961	7
<b>Meets the Standards</b> – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142-1160)	2006-2007	80	38	80	38	6167	41
	2007-2008	95	45	97	45	5564	38
	<b>2008-2009</b>	<b>88</b>	<b>43</b>	<b>88</b>	<b>43</b>	<b>5706</b>	<b>39</b>
	Cum. Total*	263	42	265	42	17437	39
<b>Partially Meets the Standards</b> – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130-1140)	2006-2007	59	28	59	28	4723	31
	2007-2008	57	27	59	27	4679	32
	<b>2008-2009</b>	<b>59</b>	<b>29</b>	<b>60</b>	<b>29</b>	<b>4487</b>	<b>31</b>
	Cum. Total*	175	28	178	28	13889	31
<b>Does Not Meet the Standards</b> – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2006-2007	48	23	49	23	3227	21
	2007-2008	42	20	45	21	3376	23
	<b>2008-2009</b>	<b>35</b>	<b>17</b>	<b>36</b>	<b>17</b>	<b>3408</b>	<b>23</b>
	Cum. Total*	125	20	130	21	10011	23



# WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: South Portland School Dept  
School: South Portland High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	205	23	11	88	43	59	29	35	17	1143	207	11	43	29	17	1143	14663	7	39	31	23	1140
<b>Ethnicity</b>																						
African American/Black	9	0	0	3	33	1	11	5	56	1132	9	0	33	11	56	1132	302	2	22	32	44	1133
American Indian or Native Alaskan	0										0						100	2	23	35	40	1134
Asian or Pacific Islander	10	1	10	4	40	3	30	2	20	1142	10	10	40	30	20	1142	219	10	37	27	26	1141
Hispanic	6	0	0	0	0	2	33	4	67	1122	6	0	0	33	67	1122	151	4	29	32	35	1135
Caucasian/White	180	22	12	81	45	53	29	24	13	1144	182	12	45	30	14	1144	13891	7	40	31	23	1140
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	17	0	0	1	6	5	29	11	65	1126	19	0	5	32	63	1127	1861	0	8	21	71	1125
No	188	23	12	87	46	54	29	24	13	1145	188	12	46	29	13	1145	12802	8	43	32	16	1142
<b>Current LEP</b>																						
Yes	9	0	0	0	0	4	44	5	56	1125	10	0	0	50	50	1127	224	0	8	28	64	1127
No	196	23	12	88	45	55	28	30	15	1144	197	12	45	28	16	1144	14439	7	39	31	23	1140
<b>Economically disadvantaged</b>																						
Yes	63	1	2	15	24	26	41	21	33	1135	64	2	23	41	34	1135	4121	2	27	33	38	1134
No	142	22	15	73	51	33	23	14	10	1147	143	15	51	24	10	1147	10542	9	44	30	18	1142
<b>Migrant</b>																						
Yes	0										0						3					
No	205	23	11	88	43	59	29	35	17	1143	207	11	43	29	17	1143	14660	7	39	31	23	1140
<b>Gender</b>																						
Female	89	10	11	36	40	30	34	13	15	1143	90	11	40	34	14	1143	7103	9	43	31	17	1143
Male	116	13	11	52	45	29	25	22	19	1143	117	11	44	25	20	1143	7560	6	35	30	30	1138
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						291	3	25	36	35	1135
No	205	23	11	88	43	59	29	35	17	1143	207	11	43	29	17	1143	14372	7	39	30	23	1140
<b>Gifted/talented program</b>																						
Yes	18	9	50	9	50	0	0	0	0	1162	18	50	50	0	0	1162	520	43	52	3	1	1159
No	187	14	7	79	42	59	32	35	19	1141	189	7	42	32	19	1141	14143	6	38	32	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

Test Date: May 2009  
SAU: South Portland School Dept  
School: South Portland High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

**Exceeds the Standards** – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162-1180)

2008-2009\*

**Meets the Standards** – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142-1160)

2008-2009\*

**Partially Meets the Standards** – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134-1140)

2008-2009\*

**Does Not Meet the Standards** – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100-1132)

2008-2009\*

## STUDENTS AT EACH ACHIEVEMENT LEVEL

School		SAU		State	
N	%	N	%	N	%
8	4	8	4	602	4
82	41	82	40	5431	37
56	28	56	27	3876	26
56	28	58	28	4958	33

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	24.43	43.6	24.34	43.5	22.76	40.6
D. The Physical Setting	34	61	14.70	43.2	14.65	43.1	13.63	40.1
D1/D2 Earth/Space	14	25	6.50	46.4	6.48	46.3	6.05	43.2
D3/D4 Matter and Energy/Force and Motion	20	36	8.20	41.0	8.17	40.9	7.58	37.9
E. The Living Environment	22	39	9.72	44.2	9.69	44.0	9.13	41.5

The MHSA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

### Content Standard D. The Physical Setting

- D1 - Universe and Solar System
- D2 - Earth
- D3 - Matter and Energy
- D4 - Force and Motion

### Content Standard E. The Living Environment

- E1 - Biodiversity
- E2 - Ecosystems
- E3 - Cells
- E4 - Heredity and Reproduction
- E5 - Evolution

# SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: South Portland School Dept  
School: South Portland High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	202	8	4	82	41	56	28	56	28	1142	204	4	40	27	28	1142	14867	4	37	26	33	1140
<b>Ethnicity</b>																						
African American/Black	9	0	0	1	11	2	22	6	67	1132	9	0	11	22	67	1132	311	1	18	20	61	1133
American Indian or Native Alaskan	0										0						102	1	19	30	50	1135
Asian or Pacific Islander	10	1	10	4	40	2	20	3	30	1141	10	10	40	20	30	1141	225	5	40	20	36	1141
Hispanic	6	0	0	0	0	1	17	5	83	1130	6	0	0	17	83	1130	152	2	23	18	57	1136
Caucasian/White	177	7	4	77	44	51	29	42	24	1143	179	4	43	28	25	1143	14077	4	37	26	32	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	17	0	0	3	18	2	12	12	71	1133	19	0	16	11	74	1133	1928	0	9	18	72	1131
No	185	8	4	79	43	54	29	44	24	1143	185	4	43	29	24	1143	12939	5	41	27	28	1142
<b>Current LEP</b>																						
Yes	9	0	0	2	22	1	11	6	67	1133	10	0	20	10	70	1133	234	0	10	11	79	1129
No	193	8	4	80	41	55	28	50	26	1142	194	4	41	28	26	1142	14633	4	37	26	33	1140
<b>Economically disadvantaged</b>																						
Yes	64	1	2	15	23	18	28	30	47	1137	65	2	23	28	48	1137	4264	2	24	26	47	1136
No	138	7	5	67	49	38	28	26	19	1144	139	5	48	27	19	1144	10603	5	41	26	28	1142
<b>Migrant</b>																						
Yes	0										0						4					
No	202	8	4	82	41	56	28	56	28	1142	204	4	40	27	28	1142	14863	4	37	26	33	1140
<b>Gender</b>																						
Female	84	2	2	24	29	27	32	31	37	1139	85	2	28	32	38	1139	7179	2	32	29	37	1139
Male	118	6	5	58	49	29	25	25	21	1144	119	5	49	24	22	1144	7688	6	40	23	30	1142
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						287	2	23	26	49	1136
No	202	8	4	82	41	56	28	56	28	1142	204	4	40	27	28	1142	14580	4	37	26	33	1140
<b>Gifted/talented program</b>																						
Yes	18	5	28	13	72	0	0	0	0	1159	18	28	72	0	0	1159	517	28	65	6	1	1156
No	184	3	2	69	38	56	30	56	30	1140	186	2	37	30	31	1140	14350	3	35	27	35	1140

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